

2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 12. Term 1

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)																																																								
Topic 1	1. Baseline assessment 2. Revision and Consolidation	20th Century 'isms'. (6 hours)								REVISION																																																								
Topic 2		Individual Theme/Audition/Technical programme (Directing/Film making/Stage Management) (10 hours + 7 hours minimum after school)																																																																
Topic 3		Theatre of the Absurd OR Epic Theatre OR Post-Modern Theatre. (10 Hours)																																																																
Topic 4		Prescribed Play Text 1. 20 th Century Theatre Movements: Either: Theatre or the Absurd or Epic Theatre or Post-Modern Theatre. (10 hours)																																																																
Core Concepts, Skills, Knowledge and Values	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE <table border="1"> <tr> <td rowspan="2">Meta Thinking</td> <td>CREATING</td> <td>Synthesise ideas from different sources or materials to create new perspectives or a new original product</td> <td>Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce</td> <td>90%-100%</td> </tr> <tr> <td>EVALUATING</td> <td>Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work</td> <td>Judge, Value, Defend, Compare the value of</td> <td>80%-90%</td> </tr> <tr> <td rowspan="2">Procedural Thinking</td> <td>ANALYSING</td> <td>Examining the research on theories, linking evidence, and seeing relationships between parts or something</td> <td>Compare, Differentiate, Select, Point out, Categorise, Classify</td> <td>60%-79%</td> </tr> <tr> <td>APPLYING</td> <td>Using ideas in new ways and applying theories to real situation</td> <td>Select, Sketch Solve, Use, Demonstrate, Organise</td> <td>40%-59%</td> </tr> <tr> <td rowspan="2">Factual Thinking</td> <td>UNDERSTANDING</td> <td>Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance</td> <td>Summarise, Explain, Illustrate, Give examples</td> <td>30%-39%</td> </tr> <tr> <td>MEMORISING</td> <td>Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject</td> <td>List, Name, Remember, Identify</td> <td>0%-29%</td> </tr> </table>				Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%	Procedural Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Factual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%	DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE <table border="1"> <tr> <td rowspan="2">Meta Thinking</td> <td>NATURALISING</td> <td>A high level of creative and innovative performance is achieved with actions becoming integrated and second nature</td> <td>Flawless, No errors, Create, Invent</td> <td>A++ A+ A</td> <td>95%-100% 90% - 95% 80% - 90%</td> </tr> <tr> <td>ARTICULATING</td> <td>Actions are performed in a harmonious and coordinated manner</td> <td>Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve</td> <td>B</td> <td>70% - 79%</td> </tr> <tr> <td rowspan="2">Procedural Thinking</td> <td>PRECISION</td> <td>Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse</td> <td>Perform skilfully, Proficient, Becoming an expert</td> <td>C</td> <td>60% - 69%</td> </tr> <tr> <td>MANIPULATING</td> <td>Actions are performed from memory and from instruction learnt</td> <td>Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present</td> <td>D E</td> <td>40% - 49% 50% - 59%</td> </tr> <tr> <td rowspan="2">Factual Thinking</td> <td rowspan="2">IMITATING</td> <td rowspan="2">The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject</td> <td rowspan="2">Repeat, Duplicate, Reproduce, Imitate, Copy</td> <td>F G H</td> <td>20% - 39% 10 - 19% 0 - 9%</td> </tr> </table>				Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent	A++ A+ A	95%-100% 90% - 95% 80% - 90%	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	70% - 79%	Procedural Thinking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. 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To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 1: Understand the background and context of modern drama Evaluate how social, historical, political and economic contexts, and events such as wars, inform theatre</p> <p>Topic 2: Refine voice and body skills and techniques Demonstrate developing mastery of different styles and modes of performance</p> <p>Topic 3: Understand either Theatre of the Absurd or Epic Theatre or Post-Modern Theatre as anti-realism Identify and analyse the key features and conventions of this Dramatic Movement Evaluate the playwrights and practitioners of the Dramatic Movement you have Selected</p> <p>Note: For the PAT's Dramatic Item one, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in either one of the following genres: African Drama, Forms, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994</p>		
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce		90%-100%																																																												
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				Requisite Pre-Knowledge	Grade 10 and 11 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics																																																													
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of all learners of a live Professional Theatre Performance at a Professional Theatre. 																																																																	
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.																																																																	
School Based Assessment (Formal Internal Assessment)	TASK 1 Performance Assessment Task (PAT) 1 <ul style="list-style-type: none"> Written Section: Journal (25 marks) Performance Section: Dramatic Item 1 (25 marks) 					All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task Guidelines Examination Guidelines 																																																												

2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS. Grade 12. Term 2**

Term 2 51 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 28 - 30 April (3 days)	Week 4 3 - 7 May (5 days)	Week 5 10 - 14 May (5 days)	Week 6 17 - 21 May (5 days)	Week 7 24 - 28 May (5 days)	Week 8 31 May – 4 June (5 days)	Week 9 7 – 11 June (5 days)	Week 10 14 – 18 June (4 days)	Week 11 21 – 25 June (5 days)					
Topic 5	Prescribed Play Text. South African Theatre. (1960 – 1994). (10 hours)															
Topic 2	Theme/Audition/Technical Programme. (16 hours minimum) **Technical: Design (costume/lighting/make up/set), Directing, Film, Stage Management.										REVISION	REVISION				
Topic 6	South African Contemporary Theatre. Post 1994). (8 hours)															
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				<p>The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 5: Analyse and evaluate the South African Play Text in context Note: Refer to Grade 11 work: Realism in the Theatre, Workshop Theatre or Poor Theatre as relevant</p> <p>Topic 2: Create a Theme/Audition or Technical programme Topic 6: Examine South African Theatre Post-Apartheid Demonstrate knowledge of important contemporary playwrights and groups Identify key features and conventions of contemporary Theatre in South Africa Understand purposes of Theatre in society</p> <p>Note: For the PAT's Dramatic Item two, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in either one of the following genres: African Drama, Forms, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994</p>							
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature					Flawless, No errors, Create, Invent	A++ A+ A	95%-100% 90% - 95% 80% - 90%	
	Procedural Thinking	EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%	Procedural Thinking	ARTICULATING	Actions are performed in a harmonious and coordinated manner					Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	70% - 79%	
	Conceptual Thinking	ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	Conceptual Thinking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse					Perform skilfully, Proficient, Becoming an expert	C	60% - 69%	
	Conceptual Thinking	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Conceptual Thinking	MANIPULATING	Actions are performed from memory and from instruction learnt					Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D E	40% - 49% 50% - 59%	
	Factual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	Factual Thinking	IMITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject					Repeat, Duplicate, Reproduce, Imitate, Copy	F G H	20% - 39% 10 - 19% 0 - 9%	
	Factual Thinking	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%											
Requisite Pre-Knowledge	Grade 10, 11 and 12 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics															
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of all learners of a live Professional Theatre Performance at a Professional Theatre. 															
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.															
School Based Assessment (Formal Internal Assessment)	TASK 2 Performance Assessment Task (PAT) 2 <ul style="list-style-type: none"> Written Section: Research/Essay (25 marks) Performance Section: Dramatic Item 2 (25 marks) TASK 3 No June Examination or Control Test: Written					TASK 4 No June Examination or Control Test: Performance						All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task Guidelines Examination Guidelines 				

2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS. Grade 12. Term 3**

Term 3 52 days	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 28 -30 April (3 days)	Week 4 2 - 6 August (5 days)	Week 5 10 - 13 August (4 days)	Week 6 16 - 20 August (5 days)	Week 7 23 -27 August (5 days)	Week 8 30 Aug – 3 Sept (4 Days)	Week 9 6 -10 Sept (5 days)	Week 10 13-17 Sept (5 days)	Week 11 20-23 Sept (4 days)			
Topic 7	Prescribed Play Text 3. South African Contemporary Theatre. (Post 1994). (10 hours)							REVISION	NCS. NSC. Final Internal National Formal Paper 2. Performance Examination. (150 marks)					
Topic 2	Theme/Audition/Technical Programme. (14 hours minimum) **Technical: Design (costume/lighting/make up/set), Directing, Film, Stage Management.													
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				<p>The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 7: Analyse and evaluate the Play Text.</p> <p>Topic 2: Create an Audition/Theme or Technical Programme</p> <p>Note: For the PAT's Dramatic Item three, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in either one of the following genres: African Drama, Forms, Greek Theatre, Commedia dell Arte, Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994</p>					
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent					A++ A+ A	95%-100% 90% - 95% 80% - 90%
	Procedural Thinking	EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve					B	70% - 79%
	Conceptual Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse	Perform skillfully, Proficient, Becoming an expert					C	60% - 69%
	Factual Thinking	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present					D E	40% -49% 50% - 59%
	Procedural Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	IMITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Repeat, Duplicate, Reproduce, Imitate, Copy					F G H	20% - 39% 10 - 19% 0 - 9%
	Factual Thinking	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%									
Requisite Pre-Knowledge	Grade 10, 11 and 12 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics													
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of all learners of a live Professional Theatre Performance at a Professional Theatre. 													
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are to plan re-teaching.													
School Based Assessment (Formal Internal Assessment)	TASK 5 Performance Assessment Task 3. (PAT) <ul style="list-style-type: none"> Written Section: Research/Essay. (25 marks) Performance Section: Dramatic Item 3. (25 marks) TASK 7 End-of-Year Examination: Performance. (150 marks)						All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task Guideline Examination Guidelines 							

2021 National Recovery. Annual Teaching Plan. **DRAMATIC ARTS. Grade 12. Term 4**

Term 4 48 days	Week 1 5 - 8 October (4 days)	Week 2 11 - 15 October (5 days)	Week 3 18 - 22 October (5 days)	Week 4 25 - 29 October (5 days)	Week 5 5 - 8 October (4 days)	Week 6 9-13 (5 days)	Week 7 16-20 (5 days)	Week 8 23-27 (5 days)	Week 9 30 Dec -3 Nov (5 days)	Week 10 6-10 November (5 days)																																																														
Topic 8	REVISION AND CONSOLIDATION Grades 10, 11 and 12 content, concepts, skills, knowledge, values, attitudes, principles, techniques and characteristics				NCS. NSC. Final Internal National Formal Paper 1. Written Examination. (150 marks)																																																																			
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="background-color: #FFDAB9; text-align: center;">CREATING</td> <td style="font-size: 0.8em;">Synthesise ideas from different sources or materials to create new perspectives or a new original product</td> <td style="font-size: 0.8em;">Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce</td> <td style="text-align: center; font-size: 0.8em;">90%-100%</td> </tr> <tr> <td style="background-color: #FFFF00; text-align: center;">EVALUATING</td> <td style="font-size: 0.8em;">Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work</td> <td style="font-size: 0.8em;">Judge, Value, Defend, Compare the value of</td> <td style="text-align: center; font-size: 0.8em;">80%-90%</td> </tr> <tr> <td style="background-color: #00FFFF; text-align: center;">ANALYSING</td> <td style="font-size: 0.8em;">Examining the research on theories, linking evidence, and seeing relationships between parts or something</td> <td style="font-size: 0.8em;">Compare, Differentiate, Select, Point out, Categorise, Classify</td> <td style="text-align: center; font-size: 0.8em;">60%-79%</td> </tr> <tr> <td style="background-color: #FFD700; text-align: center;">APPLYING</td> <td style="font-size: 0.8em;">Using ideas in new ways and applying theories to real situation</td> <td style="font-size: 0.8em;">Select, Sketch Solve, Use, Demonstrate, Organise</td> <td style="text-align: center; font-size: 0.8em;">40%-59%</td> </tr> <tr> <td style="background-color: #90EE90; text-align: center;">UNDERSTANDING</td> <td style="font-size: 0.8em;">Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance</td> <td style="font-size: 0.8em;">Summarise, Explain, Illustrate, Give examples</td> <td style="text-align: center; font-size: 0.8em;">30%-39%</td> </tr> <tr> <td style="background-color: #DDA0DD; text-align: center;">MEMORISING</td> <td style="font-size: 0.8em;">Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject</td> <td style="font-size: 0.8em;">List, Name, Remember, Identify</td> <td style="text-align: center; font-size: 0.8em;">0%-29%</td> </tr> </table>				CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%	DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="background-color: #FFFF00; text-align: center;">NATURALISING</td> <td style="font-size: 0.8em;">A high level of creative and innovative performance is achieved with actions becoming integrated and second nature</td> <td style="font-size: 0.8em;">Flawless, No errors, Create, Invent</td> <td style="text-align: center; font-size: 0.8em;">A++ 95%-100%</td> </tr> <tr> <td style="background-color: #FFDAB9; text-align: center;">ARTICULATING</td> <td style="font-size: 0.8em;">Actions are performed in a harmonious and coordinated manner</td> <td style="font-size: 0.8em;">Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve</td> <td style="text-align: center; font-size: 0.8em;">A+ 90% - 95%</td> </tr> <tr> <td style="background-color: #90EE90; text-align: center;">PRECISION</td> <td style="font-size: 0.8em;">Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse</td> <td style="font-size: 0.8em;">Perform skilfully, Proficient, Becoming an expert</td> <td style="text-align: center; font-size: 0.8em;">A 80% - 90%</td> </tr> <tr> <td style="background-color: #FFDAB9; text-align: center;">MANIPULATING</td> <td style="font-size: 0.8em;">Actions are performed from memory and from instruction learnt</td> <td style="font-size: 0.8em;">Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present</td> <td style="text-align: center; font-size: 0.8em;">B 70% - 79%</td> </tr> <tr> <td style="background-color: #ADD8E6; text-align: center;">IMITATING</td> <td style="font-size: 0.8em;">The learner is learning or has learnt to watch and copy instructions and actions. 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<p>The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every level of both, depending on whether the content is the theoretical or practical, the taxonomies of:</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 8: Revision: Understand, know, analyse, apply, evaluate and create with Grades 10, 11 and 12's content, concepts, skills, knowledge, values, attitudes, principles, techniques and characteristics</p>																																																																								
Requisite Pre-Knowledge	Grade 10, 11 and 12 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics																																																																							
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol style="list-style-type: none"> 1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school 2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content 3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts. 4. Academic excursion: The Principal, Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of all learners of a live Professional Theatre Performance at a Professional Theatre. 																																																																							
Informal Assessment	Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices. Educators must also peruse the Learner workbooks and the Learner Journals and determine where the Curriculum gaps are and where re-teaching is required.																																																																							
School Based Assessment (Formal Internal Assessment)	TASK 7 End-of-Year Examination: Written. (150 marks)	All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: <ol style="list-style-type: none"> 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guideline 3. Examination Guidelines 				PROMOTION REQUIREMENTS: <ol style="list-style-type: none"> 1. SBA and PAT = 25 % 2. Final External, NCS. End-of-Year Examination: Written 3. Final External, NCS. End-of-Year Examination: Performance <div style="text-align: right; margin-top: 5px;">} 75%</div>																																																																		